

2019-2020 P-TECH and ICIA Planning Grant

COMPETITIVE GRANT Application Due 5:00 p.m. CT, Thursday, December 13, 2018

NOGA ID

Authorizing legislation	GAA, Article III, Rider 67, 85th TX Leg, Regular Session, 2017, and TEC §§29.551-29.556 and §29.908
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Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Grant period from **March 1, 2019 - August 31, 2020**

X Pre-award costs are not permitted.

Required Attachments

Attachment 1: Documentation of Collaboration

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant information

Organization	Aldine Independent School District	CDN	101902	Vendor ID	74-6001110	ESC	4	DUNS	073898017
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Address	2520 W. W. Thorne Blvd.	City	Houston	ZIP	77073	Phone	281-985-1011
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Primary Contact	Charlotte Davis	Email	cjdavis2@aldineisd.org	Phone	281-985-6472
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Secondary Contact	Sara Ptomey	Email	skptomey@aldineisd.org	Phone	281-985-6318
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Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- ☒ Grant application, guidelines, and instructions
 - ☒ General Provisions and Assurances
 - ☒ Application-specific Provisions and Assurances
 - ☒ Debarment and Suspension Certification
 - ☒ Lobbying Certification
 - ☒ ESSA Provisions and Assurances requirements

Authorized Official Name Dr. LaTonya M. Goffney Title Superintendent of Schools

Email imgoffney@aldineisd.org Phone 281-985-6200

Signature [Signature] Date 12/12/18

Grant Writer Name Stacey Smith Signature Stacey Smith Date 12/11/18

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is **not** an employee of the applicant organization.

RFA # 701-18-102 SAS # 273-19

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Shared Services Arrangements

☒ SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Support the commitment of the partnership between Aldine ISD (P-TECH) and Lone Star College to increase post-secondary preparation, access and success by providing high quality educational opportunities.	Providing greater opportunities for Rose M. Avalos P-TECH teachers and Higher Education faculty to collaborate through planning and professional development to enhance the educational process.
Bolster the secondary and post-secondary contributions to help break the cycle of poverty in our region.	Implementing processes for collecting, sharing, and reviewing data to assess the progress of students and to plan accordingly for continuous improvement of program activities.
Contribute to the regional economy by sustaining a thriving educated population while attending and when students graduate from Rose M. Avalos P-TECH school.	Designing a course of study so students will have a course of study that combines high school and post-secondary courses to complete an associates degree, industry certificate or work-based training within six years.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The Rose M. Avalos P-TECH will create a comprehensive redesign of the high school experience for students that have traditionally not graduated from post-secondary institutions within six years. By creating successful programs of study, student transitions into institutions of higher education and the work force, the Rose M. Avalos P-TECH will increase the number of students that are historically underrepresented in college (1st generation college goers, low socio-economic status, African American, Hispanic, Native American) and embarking upon high demand, high wage careers. The Rose M. Avalos P-TECH will be designed to serve students' needs and to provide a multifaceted, multilevel educational experience.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Benchmark 3: Strategic Alliances – The Aldine ISD and Lone Star College partnership will implement and meet the requirements based on the pathways to be offered to students. Additionally, the partnership will develop, sign and execute a memorandum of understanding that clearly define the roles and responsibilities of a strong partnership with business and/or industry partners.

Benchmark 2: Target Population – The Aldine ISD and Lone Star College partnership will serve, or include plans to scale up to serve, students in grades 9-14, and shall target and enroll students who are at risk of dropping out of school as defined by PEIMS and who might not otherwise go to college. A timeline for student recruitment, application process and family outreach will be developed and implemented.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Benchmark 1: School Design - The Aldine ISD and Lone Star College partnership will offer open-enrollment and flexible scheduling structures that enable students to combine high school, postsecondary courses and work-based learning, at no cost to participating students. (Location, staffing, establishing leadership teams and meeting calendars, etc.)

Benchmark 4: Curriculum, Instruction and Assessment - The Aldine ISD and Lone Star College partnership will provide a rigorous course of study that enables the participating students to receive a high school diploma, an associate degree, postsecondary certificate or industry certification by Lone Star College during grades 9-14. (Identifying high-demand occupations, career pathways, assessment for measuring student progress to meet OBM's, data reviews, supports-academic, social, emotional, and work with partners to align curriculum between ISD, IHE and industry/business partners.)

Third-Quarter Benchmark

Benchmark 6: Student Supports - The Aldine ISD and Lone Star College partnership will develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and technical skills necessary for high school and college readiness, as well as provide academic, technical, and individual support for students to be successful in rigorous academic and work-based learning experiences.

Benchmark 5: Work-Based Learning - The Aldine ISD and Lone Star College partnership will offer participating students a variety of relevant, high-skill work-based learning experiences at every grade level that respond to student interest and regional employer needs and contribute to students earning aligned industry certifications and credentials. (Collaborate with local workforce development board, local chamber of commerce, and local workforce industry representatives).

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The Aldine ISD and Lone Star College partnership will utilize, develop, implement and evaluate the various cycles for continuous improvement. Rose M. Avalos P-TECH will submit quantitative targets for evaluative measures including enrollment, dual enrollment, attrition, attendance, high school and college graduation. Additionally, the outcomes-based measures from the Texas Education Agency, (performance targets listed in this proposal) will be monitored to assure student success and compliance. The partnership will establish a data sharing and collection agreement to monitor, support and track program performance against expected program outcomes. Assessment and evaluative tools will include:

- Standardized test scores targeting math and language arts
- Individual student portfolios, AP scores, dual credit grades, course completions
- Student, parent and staff surveys
- Review of services provided to train staff- and results based on product (student projects and standardized assessments)
- Course sequences established and modified
- Individual student plans for graduation that include high school, associate degree, bachelor's degree (college counseling)
- College acceptance rate--college acceptance postings per student
- Tracking/evaluating students: coursework completion, college course completions, internship completions, Senior project completions and college scholarship awards
- Work-based experiences

The partnership will work with the TEA technical assistance provider who will support and assist in the evaluation and monitoring of the P-TECH Initiative. The partnership will not employ an independent evaluator. Additionally, the Rose M. Avalos P-TECH will use the expert resources available through the Educate Texas networking opportunities. This network offers connections with other leaders, coaches and TEA representatives, allows for question and answer opportunities, sharing experiences and resources. This networking is both face/face, through regional CCRMS, summer summit and on-line via Mobilize platform <https://texasccrm.mobilize.io/registrations/groups/17649>

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your assurance.

- ☒ Program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds; state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds; program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Applicant agrees to track and report all Performance Measures defined in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines and shall provide TEA any performance data necessary to assess the success of the school.
- ☒ Grantee will develop a P-TECH and ICIA Implementation Plan, based on the P-TECH and ICIA Blueprint and in the template format to be provided by TEA, which will be submitted to TEA for review and approval prior to applying for the 2019-2020 P-TECH and ICIA designation.

THE FOLLOWING ASSURANCES ARE REQUIRED BY STATUTE:

- ☒ P-TECH and ICIA schools will provide participating students with flexibility in class scheduling and academic mentoring. The P-TECH and ICIA school will be open enrollment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.
- ☒ The P-TECH and ICIA schools will allow participating students to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school: receive a high school diploma, an associate degree, a two-year postsecondary certificate, or industry certification; and complete work-based education through an internship, apprenticeship, or other job training program
- ☒ P-TECH and ICIA programs will be provided at no cost to participating students.
- ☒ P-TECH and ICIA schools will ensure that the students are entitled to the benefits of the Foundation School Program in proportion to the amount of time spent by the student on high school courses, in accordance with rules adopted by the commissioner, while completing the program/course of study established by the applicable IHE articulation agreement or Industry/Business Partner memorandum of understanding.

Statutory Requirements

1. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

Rose M. Avalos P-TECH will serve 125 students entering 9th grade for the 2019-2020 school year with plans to scale up by adding one grade level per year until Fall, 2022-2023 school year. The campus will enroll a new cohort of 125 each year. At capacity, Rose M. Avalos P-TECH will serve up to 450 students in grades 9-12.

Enrollment at Rose M. Avalos P-TECH will be open to incoming 9th grade students. The campus has developed a comprehensive plan to recruit at-risk students (as identified in Benchmark 2). The Rose M. Avalos P-TECH leadership team will recruit students by visiting surrounding middle schools, participating in Aldine ISD's High School Fairs and by attending middle school parent nights. Rose M. Avalos P-TECH will host a series of open houses and informational meetings for community members. Parents, students and community members will have the opportunity to learn about the Rose M. Avalos P-TECH program, pathways and extracurricular activities in a bilingual format. January, 2019 - Principal Hired, Presentations to 8th grade students (targeted student population per Benchmark 2) and parents, create website, upload application, February, 2019 - Attend Open House at Middle Schools, host informational sessions, radio, newspaper, email, call-outs and mail-outs. March, 2019 - June, 2019-Application deadline and lottery, informational meetings with selected students/parents, Summer Bridge Program, TSI testing, dual credit enrollment, July, 2019 - August, 2019 - Finalize student schedules, six-year plans, opening of school informational sessions with students/parents.

Statutory Requirements (cont'd)

2. Describe the course of study that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequence of courses, degrees/certificates/certifications earned, and work-based education that will be available to students at every grade level. Describe how the selected course of study will address regional workforce needs.

The program of study at Rose M. Avalos P-TECH in partnership with Lone Star College will provide a comprehensive, structured approach for delivering academic and career and technical education to prepare students for post-secondary education and career success. Below is an example of a program of study at Rose M. Avalos P-TECH that will enable students to enter the pathway in the Aldine ISD and Lone Star College operations and college and career work groups have developed a high demand career profile based on Texas Workforce Commission (TWC) labor market information, Top 25 Occupations by Help Wanted Postings Jan-Oct 2018, US Dept of Ed, Office of Career Gulf Coast Workforce Region High-Skill, High-Growth Jobs, Technical and Adult Ed, Consolidated Annual Report (CAR) Perkins IV, Gulf Coast WDA Occupational Projections-income comparisons, Lone Star College – Programs of Studies, and PEIMS student demographics. Based on the results of the profile, the work groups selected Cyber-Security Studies, Geo-spatial Engineering (Surveying), Non-Destructive Testing (Welding Inspection), Teacher Prep, and Paralegal as the career focus pathways for the P-TECH to meet the needs of workforce in Gulf Coast area.

The Rose M. Avalos P-TECH academic plan includes a combination of courses listed in the THECB Lower Division Academic Course Guide Manuals and the college-level technical education courses in the Workforce Education Course Manual (WECM).

Crosswalks include: Associates of Arts Degree (Year 1)-English 1, Algebra 1, Biology, World Geography, Health Education, Professional Communication, Physical Education, Technology, PHED 1164, EDUC 1300. (Year 2)-English 2, Geometry, Chemistry, World History, Foreign Language, Dual Credit (DC) Creative Arts, DC Speech, Technology, Elective (Year 3)-English 3, Algebra 2, Physics, HIST 1301, 1302, DC Electives, GOVT 2305, 2306, HS Electives. (Year 4)-ENGL 1301, 1302, DC Math, DC Lang./Phil./Culture, DC Science, DC Social/Behavior Science, HS Electives, DC Electives.

AA Degree & Certification in Cyber-Security (Year 1)-English 1, Algebra 1, Biology, World Geography, Health Education, Professional Communication, Physical Education, Technology, PHED 1164, EDUC 1300. (Year 2)-English 2, Geometry, Chemistry, World History, Foreign Language, Fine Arts, HS Elective. (Year 3)- English 3, Algebra 2, Physics, U. S. History, Foreign Language, COSC 1301, ITCC 1375, ITSC 1371, (Year 4)-English 4, Adv. Math, Adv. Science, Government, Economics, ITCC 2378, 2379, ITCC 1376, ITSY 1376, ITSW 1307, ITCA 1375.

Inspection Certificate Level 1- Non-Destructive Testing (Year 1)-English 1, Algebra 1, Biology, World Geography, Health Education, Professional Communication, Physical Education, PHED 1164, COSC 1301, Fine Arts. (Year 2)-Creative Arts, English 2, Geometry, Chemistry, World History, Foreign Language, QCTC 2331, COSC 1301, NDTE 2311. (Year 3)-English 3, Algebra 2, Physics, Government, Economics, Foreign Language, WLDG 1437, NDTE 1454. (Year 4)-English 4, ENGL 1301, MATH 1332, U. S. History, HIST 1301, QCTC 1446, NDTE 1301, 1410, 2401, QCTC 1491.

AAS Degree in Paralegal Studies (Year 1)-English 1, Algebra 1, Biology, World Geography, Health Education, Professional Communication, Physical Education, ITSC 1301. (Year 2)-English 2, Geometry, Chemistry, World History, Foreign Language, Dual Credit (DC) Creative Arts, ITSW 1301, LGLA 1307. (Year 3)-English 3, Algebra 2, Physics, GOVT 2305, Economics, Foreign Language, BUSI 2301, ACNT 1303, LGLA 1303, 1345. (Year 4)-English 4, ENGL 1301, MATH 1332, Speech, LGLA 2370, 1171, U. S. History, HIST 1301, LGLA 2303, 2388, 2305, 1219, 2331, LGLA Elective.

9th - 12th grade students will take industry-based field trips, attend college and career fairs sponsored by corporate and industry partners, participate in job-shadowing opportunities, industry-based field experiences, hands-on workshops with work-based tools and resources, safety training, internship opportunities, and full-time employment after graduation.

Statutory Requirements (Cont.)

3. Name the IHE and describe how the proposed program will meet the requirements for the partnership, as described on page 8 in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines.

The primary partnership between Aldine Independent School District and Lone Star College will be officially established by an Inter-local Agreement (MOU) that is approved and signed by both entities. This agreement is drafted to ensure Rose M. Avalos P-TECH and Lone Star College – East Aldine Center provides a rigorous course of study that incorporates students earning a high school diploma, certifications and/or up to 60 college credit hours or an associate degree. The partnership agreement between Rose M. Avalos P-TECH and Lone Star College includes the following:

- Collaboration in planning, implementation, and continuous improvement of the Rose M. Avalos P-TECH program including the provision for faculty, staff, and administration as well as curriculum development; training and student services
- Provision of rigorous college readiness curriculum, textbook requirement Texas Higher Ed Coordinating Board rules relating to list of aligned high school and college courses, dual credit and/or technical credit courses – all at no cost to the student or their families
- Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the program successfully
- Shared use of facilities including classrooms, labs, offices and libraries that reduces operating costs and promotes collaboration of students, faculty, and/or staff in program success
- An established instructional calendar that is consistent with the mutual needs and requirements of both parties
- Recruitment, enrollment and retention
- Compliance with all grading requirements prescribed by applicable law or the College for continued enrollment in dual credit courses
- Instructional calendar that is consistent with the mutual needs and requirements of both parties
- Personnel is designated to monitor the quality of instruction to ensure compliance with the Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and the district.

4. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership, as described on page 8 in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines.

Regional industry and business partners include:

- Intellibind 14250 Wunderlich Dr., Houston, TX 77069
- S&V Surveying, 2011 Krahn, Spring, TX 77388
- Houston Society of Non-Destruction Testing
- Oceaneering, 10600 W. Sam Houston Parkway N., Houston TX 77064
- Baker Ripley, 3000 Aldine Mail Route Rd, Suite A, Houston, TX 77039
- Baker Hughes, 9100 Emmott Rd., Houston, TX 77040
- Bailey Law Firm, PLLC, 2203 Timberloch Place, Suite 215, The Woodlands, TX 77380
- Crowder Law Firm, 17101 Kuykendahl, Houston, TX 77068

Industry partners will provide students in grades 9-12 with work-based training through internships, job shadowing, and employment upon graduation. MOUs will be developed with industry partners that will include agreements for students to experience real-world on the job training, paid internships, and preparation and priority in interviewing for available job opportunities upon graduation. Regular meetings and collaboration with industry partners will be ongoing to address any changes in job trends and opportunities for our P-TECH students.

TEA Program Requirements

1. Describe the current leadership team. Include a list of the individuals and their titles, along with how often the leadership team will meet, the dates of meetings that have already been held, any upcoming meetings, and agenda topics.

- Dr. Quentin Wright, Special Assistant to the Chancellor at Lone Star College
- Dr. Gerald Napoles, President of Lone Star College-North Harris
- Dr. LaTonya M. Goffney, Superintendent of Aldine ISD
- Dr. Selena Chapa, Deputy Superintendent of Aldine ISD
- Dr. Sara Ptomey, Assistant Superintendent for Curriculum and Instruction, Aldine ISD
- Franklin Higgins, Director of Career and Technology Education, Aldine ISD
- Dr. Todd Davis, School Assistant Superintendent of Aldine ISD
- Dr. Tamika Alford-Stephens, Chief Financial Officer, Aldine ISD
- Candice Moore, Executive Director of Student Services, Aldine ISD
- Dr. Derrick Manns, VP Student Enrollment Management, Lone Star College-North Harris
- Dr. Laura Yannuzzi, Vice President of Instruction, Lone Star College-North Harris
- Dr. Luis Lucio, Dean of the Campus

Oct. 10-meeting with leadership team establish operations, college and career readiness, Oct. 15- Presented updates to the Board, Oct. 17- Planning meeting for Magnet Festival and School Choice, Oct. 25- Weekly meeting, Oct. 26th-Posted position to hire Principal for Rose M. Avalos PTECH ECHS, Oct. 27- Participated in Magnet School festival, Oct. 29-Meeting with Aldine Leadership/Lone Star College to discuss pathways, Nov. 1-Debrief and discuss next steps, Nov. 3-Participated in School Choice Festival/Distributed information about Rose M. Avalos PTECH ECHS, Nov. 8- Established leadership, operations, and college and career readiness groups, Nov. 12- Presented update to School Board, Nov. 15- Planning meeting with Aldine ISD, Lone Star College and Baker Ripley team members, Nov. 16-Planning meeting Readiness groups, Dec. 3- Planning meeting with Aldine Leadership team members to discuss MOU, student application and recruitment. Jan. 10- Participate in Schools Choice Festival, January-June, 2019 meetings with planning committee members.

2. Describe the current wrap-around strategies and services the campus is offering, as well as the additional strategies and services that are planned to support P-TECH.

Through our collaboration and partnership with Lone Star College, students will have access to resources at the college and at their high school campus. Students will be issued a Lone Star College student identification card and this will allow them to access the tutoring center, college library, college advisors, Communities in Schools social worker, and counseling. Flexible scheduling will allow students to have time in their schedule to access these services. Campus administrators will work with the Career & Technical Education Department and industry partners to schedule students for work-based learning experiences. Additionally, students will have access to tutoring at their high school campus. A social worker will be assigned to their high school campus and students will have access to a full-time counselor on campus to address their social-emotional and academic needs. Campus administrators will monitor students grades, attendance, and test scores to identify students who may need additional support. Students will be provided tutoring for college entrance exams and student clubs and organizations will offer students an opportunity to build leadership skills as well as enhance their intellectual capabilities. Community Youth Service workers through Harris County will provide additional resources for basic needs or other social, mental and emotional services. Students will be expected and provided an opportunity to participate in community service activities. We currently partner with local non-profit agencies that provide training and resources for parents and basic needs for families in the community.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Description of Activity or Cost	Amount Budgeted
Payroll Costs (6100)	
1. <input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>
4. <input type="text"/>	<input type="text"/>
5. <input type="text"/>	<input type="text"/>
Professional and Contracted Services (6200)	
6. Contracted services for P-Tech Campus Curriculum Development	\$24,065
7. Contracted services for Workforce-Business Partner Liasion	\$24,065
8. <input type="text"/>	<input type="text"/>
9. <input type="text"/>	<input type="text"/>
10. <input type="text"/>	<input type="text"/>
Supplies and Materials (6300)	
11. <input type="text"/>	<input type="text"/>
12. <input type="text"/>	<input type="text"/>
Other Operating Costs (6400)	
13. <input type="text"/>	<input type="text"/>
14. <input type="text"/>	<input type="text"/>
15. <input type="text"/>	<input type="text"/>
Capital Outlay (6500)	
16. <input type="text"/>	<input type="text"/>
17. <input type="text"/>	<input type="text"/>
Total Direct Costs	48,130
Total Indirect Costs	1,870
TOTAL GRANT AWARD REQUESTED	50,000
(Total Direct Costs + Total Indirect Costs)	

ATTACHMENT 1: Documentation of Collaboration

~~Use this form to document the collaboration with regional/local workforce board and/or chamber of commerce.~~
Include a regional labor market snapshot aligned with the CTE program of study described in Statutory/Program Requirement #2 on page 5 of the application. The regional/local workforce board and/or the chamber of commerce should be specifically identified and names of the individuals who collaborated with the grant applicant should be listed. Limit to one page

Aldine ISD has implemented and sustained the ECHS designation since Victory Early College High School opened its doors in August 2006. A strong and well-established private and public partnership have added to the success of our innovative high school. Partners have included: Educate Texas, Jobs for the Future, Lone Star College, and the Temple Foundation. OTHERS These partners are still prepared to support the Rose M. Avalos P-TECH campus. With the success that Aldine ISD has had with the implementation of the ECHS model, we intend to expand the academic and technical course work.

The Aldine ISD and Lone Star College operations and college and career work groups have developed a high demand career profile based on Texas Workforce Commission (TWC) labor market information, Top 25 Occupations by Help Wanted Postings Jan-Oct 2018, US Dept of Ed, Office of Career Gulf Coast Workforce Region High-Skill, High-Growth Jobs, Technical and Adult Ed, Consolidated Annual Report (CAR) Perkins IV, Gulf Coast WDA Occupational Projections, Lone Star College -Programs of Studies, and PEIMS student demographics. Based on the results of the profile, the work groups selected Cyber-Security Studies, Geo-Spatial Engineering (Surveying) Studies, Non-Destructive Testing (Welding Inspection) Studies, Teacher Prep Studies, and Paralegal Studies as the career focus pathways for the P-TECH to meet the needs of fast-growing companies located in Gulf Coast area. The average annual pay for an Entry Level Cyber Security Analyst across the U. S. is \$90, 271 a year. An entry level Cyber Security Analyst annual salary ranges from \$21,000-\$153,000 nationally. Cyber Security professionals report an average salary of \$116,000 or approximately \$55.77 per hour which is three times the national median income for full-time wage and salary workers according to the Bureau of Labor Statistics.

The Rose M. Avalos P-TECH academic plan includes a combination of courses listed in the THECB Lower Division Academic Course Guide Manuals and the college-level technical education courses in the Workforce Education Course Manual (WECM). Aldine ISD has a robust CTE department. Our CTE program has evolved from the traditional, vocational course offerings to our current coherent sequence of courses. Aldine ISD CTE department offers a variety of pathways leading to licensures and certificates, allowing graduates to move into positions in high need areas.

Students have the opportunity to earn industry certifications and will participate in work-based learning experiences. With the success Aldine ISD has had with the ECHS model, we intend to expand the partnerships to include greater CTE opportunities.

Guidance for Rose M. Avalos P-TECH will be provided through a collaboration between Aldine ISD, Lone Star College, Baker Ripley, and other industry partners as identified in the grant in Statutory Requirement #4.

The implementation of the P-TECH model will support and enhance the opportunities available for AISD students. Rose M. Avalos P-TECH will also allow the AISD CTE department to increase the number of partnerships with local IHEs and businesses. These partnerships will make students' education real with authentic workforce experiences.

The district will capitalize on prior efforts to encourage students from around the district to apply for the pathways identified as high need for Harris County and Gulf Coast based on current and projected job openings. Students will be recruited district-wide in 2018-2019 to enroll in this innovative initiative beginning the 2019-2020 school year.